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CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

This research was an experimental research. According to Ary *et al.* (2006) experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s). Therefore, there were two variables used in this research. They are independent variable or variable X as the use of Content-Purpose-Audience strategy and dependent variable or variable Y as the students' ability in writing analytical exposition text. Moreover, the design of this research was Quasi-Experimental design with the Non-Equivalent control group. Gay (2000) said that when it is not possible to randomly assign participants to groups, quasi-experimental designs are available to the researcher. Thus, the researcher choose the quasi-experimental design in order to investigate all students in the groups so that the research project would not disturb the teaching and learning process at the school.

In conducting the research, two classes of the eleventh grade students at Senior High School 3 Rambah Hilir had been participated. The first class was experimental group that is treated by using Content-Purpose-Audience Strategy and the second class is control group that was treated without using Content-Purpose-Audience Strategy. However, the materials given and purposed of the research to each group will were the same.

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There were two kinds of tests that were used in this research. They were pre-test that was given before doing the treatment and post-test that was given after doing the treatment. According to Cresswel (2008) the design of this research could be described as follows:

Table III.1
The Research Design

Group	Pre-test	Treatment	Post-test
Experiment	O ₁	X	O ₂
Control	O ₃	-	O ₄

Note:

- 1) O₁ = Pre-test for experimental group
- 2) O₂ = Post-test for experimental group
- 3) O₃ = Pre-test for control group
- 4) O₄ = Post-test for control group
- 5) X = Treatment by using Content-Purpose-Audience Strategy
- 6) - = No treatment

A. The Location and Time of the Research

The research was conducted at Senior High School 3 Rambah Hilir at Pelajar street No. 02 Muara Musu, Rokan Hulu. It was conducted on April to Mei 2018.

B. Subject and Object of the Research

The subject of this research was the eleventh grade students of Senior High School 3 Rambah Hilir. The object of this research was the use of Content-Purpose-Audience strategy on students' ability in writing analytical exposition text.

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C. The Population and Sample of the Research

1). Population

According to Gay (2000) population is the group of interest to the researcher, the group to which she or he likes to results of the study to be generalized. The population of this research was the eleventh grade students at Senior High School 3 Rambah Hilir. There were three classes of the eleventh grade in this school. The number of the eleventh grade students Senior High School 3 Rambah Hilir was 52 students.

Table III.2
The Total Population of the Eleventh Grade Students
at Senior High School 3 Rambah Hilir

No	Class	Total
1.	XI IPS 1	20
2.	XI IPS 2	20
3.	XI IPA 1	12
Total		52

2). Sample

The population is large enough to be all taken as sample of the research. Based on the population above, the researcher took two classes for the samples by using cluster sampling randomly technique. According to Gay (2002) cluster sampling selects based on group not individually, all the members of selected group have similar characteristic. It means that the subject of this research has the same material, the same grade, and the same teacher in teaching of these classes.

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Based on the explanation above, to find the sample the researcher used lottery by passing out small rolled paper marked by sequence name of the class. Then after passing out the paper, the samples of this research were class XI IPS 2 as the experimental class and class XI IPS 1 as the control class.

Table III.3
The Sample of the Research

No	Class	Total	
1	XI IPS 2	20	Experimental class
2	XI IPS 1	20	Control class
Total		40	

E. The Technique of Collecting Data

1) Test

The test was used to find out the students' ability in writing analytical exposition text. The researcher gave a written test to students. In this research, the test was divided into two ways; pre-test was given before the treatment and post-test was given after giving treatment. The researcher used writing test by giving some topics of analytical exposition text such as; The importance of computer, The bad effects of television for children, and The danger of fast food. Then, the students choose one topics to write. Therefore, the researcher was given analytical exposition text test to students.

The scores of pre-test and post-test either from experimental or control classes were measured by using the writing assessment of the English teacher in Senior High School 3 Rambah Hilir. The assessment can be seen as follows:

Table III. 4
Composition for Scoring Writing

Aspects	Range	Criteria
Content	30-27	<i>Excellent to Very Good:</i> Knowledgeable, substantive, through development of thesis, relevant to designed topic.
	26-22	<i>Good to Average:</i> Some knowledgeable of subject,adequate range, limited development of rthesis, mostly relevant to topic, but lack details
	21-17	<i>Fair to Poor:</i> Limited Knowledge of subject little substance, inadequate development of topic
	16-13	<i>Very Poor:</i> Does not show the knowledge of subject, non substantive, not pertinent, not enough to evaluate
Organization	20-18	<i>Excellent to Very Good:</i> Fluent Expression, ideas clearly stated or supported, well organized,logical sequencing, cohesive
	17-14	<i>Good to Average:</i> Somewhat choppy, loosely organized but main ideas stand out, limited support, logical butincomplete squencing
	13-10	<i>Fair to Poor:</i> Non fluent, ideas confused or disconnect, lacks logical sequencing and development
	9-7	<i>Very Poor:</i> Does not communicate, no organization, not enough to evaluate
Vocabulary	20-18	<i>Excellent to Very Poor:</i> Sophisticated range, effective word or idiom choice and usage, word form mastery, appropriate register
	17-14	<i>Good to Average:</i> Adequate range, occasional errors of word or idiom form, usage but meaning nit obscured
	13-10	<i>Fair to poor:</i> Limited range, frequent errors of word or idiom form, choice usage, meaning

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		confused or obscured
	9-7	<i>Very Poor:</i> Essentially translation, little knowledge of English vocabulary, idioms, word form, or enough to evaluate
Language Use	25-22	<i>Excellent to Very good:</i> Effective complex construction, few errors of agreement, tense, number, word order of functions, articles, pronouns, preparations
	21-18	<i>Good to Average:</i> Effective but simple constructions, minor, problem in complex constructions, several errors of agreement, tense, number, word order of functions, articles, pronouns, preposition but meaning never obscured
	17-11	<i>Fair to Poor:</i> Major problems in simple or complex constructions, frequent errors of negation, agreement, tense, number, word order or functions, articles, pronouns, prepositions and fragments, deletions, meaning confused or obscured
	10-5	<i>Very Poor:</i> virtually no master of sentence construction rules, dominated, by errors, does not communicate, not enough to evaluate
Mechanics	5	<i>Excellent to Very good:</i> Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	<i>Good to Average:</i> Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
	3	<i>Fair to Poor:</i> Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	<i>Very Poor:</i> No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, not enough to evaluate

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2). Observation

According to Arikunto (2006) observation is an activity that is concerned on some objects by using the five of senses. Observation is the way to get some data by observing the object of the research. In this research, the researcher used writing test to collect the data on the application of Content-Purpose-Audience -Strategy in teaching process. While, the researcher did the treatment, one person (teacher) contributed as observer. She followed the treatment process and checked whether the observation list ran or not. The observation list was collected and analyzed in order to consider how far the implementation of the treatment in the classroom is.

Table III.5
Observation Checklist

No.	Indicators of Content-Purpose-Audience Strategy	Yes	No
1.	Teacher explains about analytical exposition text		
2.	Teacher gives the students example about analytical exposition text and explains the structure organization of analytical exposition text.		
3.	Teacher tells the roles of Content-Purpose-Audience Strategy: <ol style="list-style-type: none"> a) The teacher asks the student to make a CPA (Content-Purpose-Audience) chart that consists of six boxes. b) The teacher guides the students to write the one most important thing that they want the readers to know about their writing. It is written in the Main Idea box. c) The teacher guides the students to write the supporting details that explain and support main idea. It is written in the Key Details box. d) The teacher guides the students to write what they want the readers to think after finished read their writing. It is written in the Think box. e) The teacher guides the students to write what they want the readers to do after finished read their writing. It is written in the Do box. f) The teacher guides the students to write the particular person or group they are waiting for. It is written in the People box. g) The teacher guides the students to write the things the readers will ask that have to answer. It is written in Questions box. 		

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	h) Then, the teacher asks the students to read over their piece and try to fill up CPA (Content-Purpose-Audience) chart completely by their street. i) The teacher asks the students to gather all ideas in the box to become a good text and add some information that is needed.		
4.	Teacher monitors the activity and asks the students to submit their writing when the time is over		

F. The Validity and Reliability of the Test

The quality of instrument was very crucial. It should be valid and reliable. Thus, the researcher used a number of procedures to measure the instrument used. They were:

2). Validity

Validity is the most important characteristic of a test to measure instrument. Gay (2000) said that validity is concerned with the appropriateness of the interpretations made from test scores. Clearly validity is a crucial feature of any test. If a test does not have high validity, it does not allow users to make the interpretation desired, it should not be used. Furthermore, Gay (2000) stated that there are three kinds of validity. They are content validity, criterion-related validity, and construct validity. In order to find out the validity of writing ability test, the researcher used content validity. Thus, the test was developed based on the curriculum standards and materials from the textbook used by the eleventh grade of Senior High School 3 Rambah Hilir and then it would be appraised by the English teachers. It is clear to explain that the test would be valid.

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3). Reliability

According to Gay (2000) reliability is the degree to which a test consistently measures what it is measuring. It means that a test can be said reliable if the instrument test can result scores of the same subject even though the test was given in different occasions. According to Creswell (2008) there are five types of reliability, they are test-retest reliability, alternate forms reliability, alternate forms and test-retest reliability, inter-rater reliability, and internal consistency reliability.

In this research, to find out the reliability of writing test, the researcher used inter-rater reliability because the researcher had two raters in order to score the students' writing ability. According to Gay (2000), he said that inter-rater reliability refers to the consistency of two or more independent scores, raters or observers. Then, the scores of the rater 1 correlated with the scores of the rater 2. The following table is the categories of reliability in determining the reliability of the test.

Table III.6
The Categories of Reliability

No	Reliability	Level of Reliability
1	>0.90	Very High
2	0.80-0.90	High
3	0.70-0.79	Reliable
4	0.60-0.69	Marginally/Minimally
5	<0.60	Unacceptably Low

(Gay, 2000)

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In order to find out whether the data has coefficient of correlation or not, the researcher used Cohen's Kappa formula from SPSS 23 version.

The SPSS result for Cohen's Kappa formula would be interpreted as follows:

$values > 0.06$ or $Approximate\ Significance < 0.05$ = the data has coefficient of correlation.

G. The Technique of Data Analysis

1. The test of Normality

Before analyzing the data, the researcher should know the data normally distributed or not. In order to find out whether the data has normal distribution or not, the researcher will use Shapiro-Wilk test from SPSS 23 version, because the samples size are 40 students of the eleventh grade students at Senior High School 3 Rambah Hilir.

Note:

- a. If the sample size is larger than 50, we use the Kolmogorov-Smirnov.
- b. If the sample size were 50 or less, we would use the Shapiro-Wilk.

The SPSS result for Shapiro-Wilk test would be interpreted as follows:

$p\text{-value (Sig.)} > 0.05$ = the data is normal distribution

$p\text{-value (Sig.)} < 0.05$ = the data is not in normal distribution

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2. The Test of Homogeneity

By knowing the data distributed normally, the researcher did test of homogeneity. This test used to find out some variant population homogeneity or not. This test also used as the requirement in analyzing the data before conducting independent sample t-test. The researcher analyzed the homogeneity variant of population by using SPSS 23 version.

3. Observation Data

In analyzing observation data, the researcher used the following formula get the percentage of the observation (Sudijono, 2010):

$$P = \frac{F}{N} \times 100\%$$

Where : P = Percentage

F = Frequency of the score

N = Number of case

To see the level of success in implementing learning process, there are five categories that can be seen in the following table:

Table III.7
The Level of Success in Implementing Learning Process

No	Percentage	Categories
1	86 – 100%	Very High
2	71 – 85%	High
3	56 – 70%	Average
4	41 – 55%	Low
5	< 40%	Very Low

*Adapted from Aqib:2009

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3. Independent Sample T-test

Hartono (2010) said that to find out whether or not there is a significant difference between two or more variables that can be analyzed by using independent sample t-test. In this research, the data were analyzed by using SPSS 23 version. The significant value was employed to see whether or not there is a significant effect among the mean scores of both experimental and control classes. Statistical hypothesis:

$$H_0 = \text{sig. (2 tailed)} > 0.05$$

$$H_a = \text{sig. (2 tailed)} < 0.05$$

4. Effect Size

According to Pallant (2005) effect size is the strength of the difference between groups or the influence of independent variable. Then, the researcher used Eta-Square formula to determine the effect size of using Content-Purpose-Audience strategy on students' ability in writing analytical exposition text paragraph. The formula eta squared is as follows:

$$\eta^2 = \frac{t^2}{t^2 + (n_1 + n_2 - 2)}$$

Where:

η^2 : Eta Square

t : t obtained

n_1 : The number of experimental class

n_2 : The number of control class

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In order to interpret the eta squared values, the guideline quoted from Cohen (1988, p. 284) in Pallant (2010) can be seen as follows:

Table III.8
Interpretation of Eta Squared for Effect Size

No.	Value	Effect
1.	0.01	Small Effect
2.	0.06	Moderate Effect
3.	0.14	Large Effect

* Adapted from Cohen (1988)

Statistically the hypotheses are:

$$H_a = t_o > t_{\text{table}}$$

$$H_o = t_o < t_{\text{table}}$$

Criteria for hypothesis:

- a. H_a is accepted if $t_o > t_{\text{table}}$ or there was a significant effect of using Content-Purpose-Audience Strategy on students' ability in writing analytical exposition text at Senior High School 3 Rambah Hilir.
- b. H_o is accepted if $t_o < t_{\text{table}}$ or there was no significant effect of using Content-Purpose-Audience Strategy on students' ability in writing analytical exposition text at Senior High School 3 Rambah Hilir.